



Eagle Nest Elementary

8640 River Oaks Drive
N. Charleston, SC 29420

Grades	PK-5 Elementary School	
Enrollment	770 Students	
Principal	Karen R. Spillane	843-695-2460
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

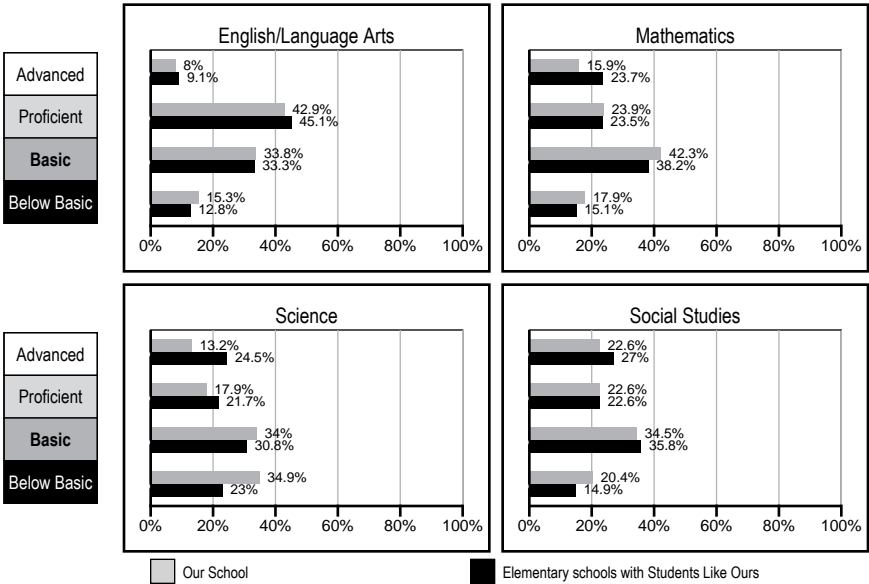
94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	22	25	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=770)				
First graders who attended full-day kindergarten	99.2%	N/R	100.0%	100.0%
Retention rate	3.2%	N/A	1.6%	2.3%
Attendance rate	96.8%	N/A	96.7%	96.3%
Eligible for gifted and talented	18.3%	N/A	18.6%	10.4%
With disabilities other than speech	4.2%	N/A	6.8%	7.5%
Older than usual for grade	0.3%	N/A	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.6%	N/R	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	45.8%	N/A	59.4%	56.7%
Continuing contract teachers	54.2%	N/A	80.0%	77.3%
Teachers with emergency or provisional certificates	3.7%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.2%	86.4%
Teacher attendance rate	96.1%	N/R	95.2%	94.9%
Average teacher salary	\$38,276	I/S	\$46,415	\$45,345
Professional development days/teacher	16.6 days	N/R	12.4 days	12.6 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	N/R	20.4 to 1	18.5 to 1
Prime instructional time	91.2%	N/R	90.3%	89.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Average	N/R	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$6,736	\$7,052
Percent of expenditures for instruction*	N/A	N/A	70.6%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	66.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Eagle Nest Elementary School opened its doors to 760 students on August 20, 2007. The school setting is a beautiful natural area near the Ashley River that is home to eagles and their nest. Students named the eagle in our area and our mascot, Eddie. He is frequently seen flying around as students play on the playground. The EES staff consists of a diverse group of individuals who are committed to work collaboratively to provide our students with a family atmosphere every day.

During our first year, teachers have received Donor Choose Grants in the amount of \$6,100 and \$300 from Alcoa. We received \$20,000 for a DAP grant (Distinguished Art Program Grant) and \$2,000 from Channel 4 for "Oprah's Big Give" to support our "Reading Prize Patrol." We have celebrated success of students and teachers throughout the year. Our most outstanding accomplishment this year was creating a community atmosphere. Teachers, staff, students and parents work together to provide a positive, nurturing and safe environment. We also have a strong PTA and volunteer program. They continue to provide numerous opportunities for parents, students and community members to interact with the school. PTA has purchased 12 classroom computers, classroom books and provided enriching programs for students and parents.

We plan to overcome barriers through communicating expectations to students and parents and by building strong programs that motivate students to excel and love school. Parent Learning Nights (with babysitting services) will be held to educate parents on programs such as "Reading with Eddie", math programs, PBIS (Positive Behavior Intervention Support) initiatives and school technology (including SMART Boards and Senteo clickers) in order to create a bridge with education at home. The amount of days students have been tardy and absent has also been a major concern. We will battle this problem by conferencing with parents and making contacts when a child misses school. We will stress that learning is mostly interactive with technology. Therefore, students need to be in class to learn because there are no worksheets available to be sent home for makeup work. Incentive programs for attendance will be improved to encourage regular attendance and decrease absenteeism. As a team, we will diligently work to overcome these barriers to achieve our goals.

Every day at Eagle Nest Elementary our students and staff "Fly like eagles" as we pursue freedom, spirit and excellence!

Karen Spillane, Principal
David Olivera, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	116	73
Percent satisfied with learning environment	91.2%	92.2%	93.2%
Percent satisfied with social and physical environment	87.7%	86.0%	86.3%
Percent satisfied with school-home relations	92.9%	88.8%	84.7%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	380	99.7	15.1	33.9	43	8	62.7	57.8	48.2	Yes	Yes
Gender											
Male	193	99.5	19.1	34.8	41	5.1	57.9	50.7	41.7	N/A	N/A
Female	187	100	11	32.9	45.1	11	67.6	65.6	55	N/A	N/A
Racial/Ethnic Group											
White	203	99.5	6.8	24.5	55.7	13	80.2	65.8	60	Yes	Yes
African American	130	100	25	46.7	26.7	1.7	43.3	41.1	31.7	Yes	Yes
Asian/Pacific Islander	13	100	18.2	36.4	45.5	0	45.5	72.3	70.4	I/S	I/S
Hispanic	32	100	30.8	38.5	26.9	3.8	34.6	45	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
Disability Status											
Disabled	31	100	51.6	22.6	19.4	6.5	29	21.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	53.3	40	6.7	0	13.3	30.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	29.4	44	24.8	1.8	36.7	40.7	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	380	100	17.9	42.3	23.9	15.9	50.6	49.8	45.8	Yes	Yes
Gender											
Male	193	100	18.4	39.1	25.1	17.3	52.5	50.5	45.6	N/A	N/A
Female	187	100	17.3	45.7	22.5	14.5	48.6	49.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	100	6.2	36.3	32.1	25.4	69.4	59.9	59	Yes	Yes
African American	130	100	33.3	50.8	13.3	2.5	25	28.3	26.9	No	Yes
Asian/Pacific Islander	13	100	18.2	45.5	27.3	9.1	54.5	67.1	71.3	I/S	I/S
Hispanic	32	100	34.6	42.3	11.5	11.5	30.8	37.4	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
Disability Status											
Disabled	31	100	51.6	22.6	16.1	9.7	29	21.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	46.7	53.3	0	0	20	26	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	35.8	51.4	9.2	3.7	22	32	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	255	100	34.9	34	17.9	13.2	31.1	42	35.7	96.8	96.1
Gender											
Male	124	100	33	29.6	21.7	15.7	37.4	45.1	37.4	96.8	95.9
Female	131	100	36.7	38.3	14.2	10.8	25	38.7	33.8	96.8	96.3
Racial/Ethnic Group											
White	136	100	14.6	35.4	26.9	23.1	50	52.4	49.2	96.7	96
African American	86	100	63.3	31.6	3.8	1.3	5.1	20.7	17	97	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	97.3	97
Hispanic	23	100	61.1	27.8	11.1	0	11.1	27.1	24.9	96.3	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	97.6	95.8
Disability Status											
Disabled	23	100	65.2	17.4	8.7	8.7	17.4	21.6	14	96.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
English Proficiency											
Limited English Proficient	17	100	72.7	18.2	9.1	0	9.1	18.3	24.4	96.9	96.5
Socio-Economic Status											
Subsidized meals	91	100	60.3	29.5	6.4	3.8	10.3	24.5	21.1	96.2	95.3

Social Studies											
All Students	248	100	20.4	34.5	22.6	22.6	45.1	43.2	34	96.8	96.1
Gender											
Male	133	100	19	33.1	24	24	47.9	46.4	36.6	96.8	95.9
Female	115	100	21.9	36.2	21	21	41.9	39.7	31.3	96.8	96.3
Racial/Ethnic Group											
White	134	100	12	26.4	25.6	36	61.6	51	44.5	96.7	96
African American	88	100	32.5	45	18.8	3.8	22.5	25.8	19.1	97	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	61.4	58.9	97.3	97
Hispanic	16	100	23.1	46.2	23.1	7.7	30.8	32.8	27.5	96.3	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	97.6	95.8
Disability Status											
Disabled	20	100	45	45	5	5	10	20.9	14.4	96.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
English Proficiency											
Limited English Proficient	12	100	28.6	71.4	0	0	0	24.4	27.3	96.9	96.5
Socio-Economic Status											
Subsidized meals	78	100	27.7	50.8	18.5	3.1	21.5	26.5	21	96.2	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	127	99.2	7.8	22.4	55.2	14.7	69.8
	4	123	100	14.7	36.7	42.2	6.4	48.6
	5	130	100	22.2	42.1	32.5	3.2	35.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	127	100	11.1	44.4	20.5	23.9	44.4
	4	123	100	22.9	37.6	25.7	13.8	39.4
	5	130	100	19.8	44.4	25.4	10.3	35.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	66	100	22.6	33.9	33.9	9.7	43.5
	4	123	100	37.6	34.9	11	16.5	27.5
	5	66	100	42.2	32.8	14.1	10.9	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	61	100	3.6	29.1	30.9	36.4	67.3
	4	123	100	19.3	40.4	19.3	21.1	40.4
	5	64	100	37.1	29	21	12.9	33.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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